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## TRAINING OF VOLUNTEERS IN COMMUNITY COLLEGES AND CEGEPS

by

Daniel Morin  
Ottawa

Background study produced in 1976 for the  
National Advisory Council on Voluntary Action  
funded by the Department of the Secretary  
State. The text reflects the views of the  
author and not necessarily those of the  
Advisory Council or of the Department.

Community Groups

November 1977



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## 1. Purpose of the study

The primary purpose of this study is to determine whether there are any courses and training programs for volunteers and volunteer co-ordinators in community colleges and CEGEPs throughout the country. We also want to know whether professionals in fields where volunteers are often active, such as social work, have access to courses that enable them to acquire a better understanding of the volunteer workers' aims and role.

The scope of voluntary action has widened considerably in recent years. It has made its entry into many areas hitherto untouched. For example, self-help groups composed of people from the same neighbourhood or of the same social standing have made their appearance. Techniques for rehabilitating the handicapped, juvenile delinquents and criminals have evolved. Ethnic groups in the country have become more active.

The new state of affairs has given rise to new needs. The voluntary sector has undergone a transformation. Whereas in the past most volunteers were drawn from the ranks of the clergy, married women over forty and the well-educated, today's volunteers come from nearly all walks of life. Novia Carter, in a study entitled "Volunteers: The Untapped Potential" demonstrates that about 45 per cent of voluntary workers are men, that interest in the voluntary sector among young people is increasing and that the extent of the voluntary work done in the country is generally greatly underestimated.

While there are new fields in which the voluntary sector is active and while more people are now voluntary workers, the role of the volunteer has also become increasingly complex.

The volunteer must often have some knowledge of psychology, sociology, social communication, medicine and a host of other subjects in order to successfully accomplish the work asked of him.

He must also be able to contact someone when he is in doubt or when an unexpected problem arises; hence the necessity for co-ordinators. These people, who are often not volunteers themselves but paid professionals, must be able to develop policies for programs and services and establish

communication with the media; they must be familiar with administrative techniques and must maintain good relations with staff and voluntary workers.

It is therefore essential that suitable training programs be available to volunteers and co-ordinators.

Do community colleges and CEGEPs offer courses to aid volunteers in the areas we have mentioned? Do volunteer bureaus and the various voluntary organizations participate with government institutions in developing courses and programs? If these institutions offer courses, do they truly meet volunteers' needs? These are some of the questions we are going to answer in this study.

## 2. Definitions

The term *voluntary action* may encompass a great many things - gifts of money, time and self, to name but a few. Webster's Dictionary defines *volunteer* as someone who does something of his own free will without compensation. Taken in this sense, we could include as volunteers all those people who give of themselves, including those who donate eyes, kidneys or other parts of their bodies when they die so that those who are sick may benefit.

For the purposes of the study however, we will use the term *volunteer* to mean anyone who works of his own free will without compensation. Thus we include persons who are helping those less fortunate than themselves, as well as persons working to help themselves, such as those involved in social reform movements and handicapped persons who are working with other handicapped persons to resolve their common problems. Groups involved in this last type of action we will term *self-help groups*.

We also think that the terms *program* and *course* must be defined. In this study, a program is a course of studies that enables the student to acquire a certain degree of knowledge of various subjects in a particular field of studies leading toward a diploma or certificate of studies. A program is thus a collection of courses. For example, a participant in a co-ordinator training program receives training in administration, communication and public relations by taking a number of courses.

A course, however, is instruction in a specific subject such as the role of women in society today.

What do we mean by *community college* and *CEGEP*? In this study, what is the basic difference between a community college or CEGEP and a *university*?

Unlike a university, the community college may be able to offer students a more flexible curriculum. A community college, by definition, must try to ascertain the needs of the community and answer these needs through its curriculum. A CEGEP performs a somewhat similar function.

A university, however, is tied to a more classical definition of the courses it offers. Whereas university courses are more specialized

and course requirements usually more stringent, college courses focus instead on a more general community education. In our view, this is the basic difference between community colleges or CEGEPs and universities.

### 3. The needs of volunteers

We thought it would be wise to conduct a survey among volunteers in order to identify their needs for training programs and courses. Our purpose was to obtain information to enable us to compare the needs expressed by the volunteers with the programs and courses offered by community colleges and CEGEPs and thereby determine whether these programs and courses meet volunteers' needs adequately.

To conduct the survey we referred to a number of reports, most of which were published by volunteer bureaus, and also opinions from those involved in training volunteers.

In most cases, voluntary organizations stressed the need for the well-rounded training of co-ordinators especially in administration, communication, staff relations, budgeting, bookkeeping, interviewing techniques and report writing.

Volunteers also think that professionals such as social workers, doctors and nurses should receive, as part of their program of studies, some training that will give them a better understanding of the aims and role of volunteers in organizations employing both volunteers and professionals.

Consultation between the various organizations is also recognized as important. Volunteers feel that there must be conferences and meetings where they can meet and discuss their common problems and attempt to resolve them.

Most volunteers prefer to have training courses given in the evening. Some persons, however, feel that some courses should be given in the afternoon. Training courses might also be offered on week-ends.

Most people feel that volunteers should not have to pay for these courses, although some groups would not object to the volunteer paying a certain amount out of his own pocket.

#### 4. Community colleges and CEGEPs

We contacted 138 community colleges and CEGEPs throughout Canada. In our letter we asked them whether they offered courses for volunteers, particularly courses dealing with relations between professionals and volunteers. The breakdown of these institutions across Canada is shown in the table below.

TABLE I

REGION	Number of COLLEGES CONTACTED	Number of RESPONDENTS	Percentage of RESPONDENTS (%)
British Columbia	11	6	54.5
Western Canada	21	8	38.1
Ontario	28	21	75.0
Quebec	65	14	21.5
Maritimes	13	6	46.2
TOTAL	138	55	39.8

Our sample therefore consists of 55 colleges and CEGEPs situated in all parts of the country. We immediately calculated the number of colleges and CEGEPs in our sample offering courses for volunteers. The following table indicates the number of colleges that responded, the number of colleges offering courses for volunteers and the percentage of colleges offering such courses.

TABLE II

REGION	Number of COLLEGES RESPONDING	Number of COLLEGES OFFERING COURSES	Percentage (%)
British Columbia	6	1	16.7
Western Canada	8	3	37.5
Ontario	21	11	52.3
Quebec	14	0	00.0
Maritimes	6	1	16.7
TOTAL	55	16	29.1

## 4.1 Courses

We have divided the courses offered in voluntary action into three categories.

The first category contains leadership courses, which are particularly designed for co-ordinators and professionals. Techniques of planning, administration, public relations (communication with the media), budgeting and financing are taught - in short, all the techniques the co-ordinator will need to know in order to make the most of the human and material resources he has available. The aims and role of the volunteer are also touched upon in these courses.

The second category includes special training courses. These are courses for volunteers who need special training to perform their work. Examples are courses for instructors (coaches) of minor league sports, persons working for a distress service, and volunteers assisting the handicapped.

The third category embraces general courses offered to anyone who wishes to take them, whether a volunteer or not. These courses present a particular aspect of voluntary action from a general viewpoint. By providing a broad look at voluntary action and thus arousing the interest of a number of people, these courses may be an excellent means of recruitment for voluntary organizations.

### 4.1.1 Leadership courses

As mentioned earlier in this study, there is much demand for these courses from volunteers. For an organization to succeed in its undertakings, its objectives must be well-defined and the means of attaining them, well-planned. This explains why leadership courses in which participants can learn to direct and co-ordinate a voluntary organization's efforts are so vitally important.

Community colleges offer a rather large number of such courses. It is a field in which the participation of these institutions is most evident.

Voluntary aid bureaus and voluntary organizations frequently assist the colleges in developing and organizing leadership courses by, for example,

providing resource persons and contributing toward costs - an indication of the high regard in which volunteers hold of this type of course.

Most leadership courses are given in the evening or on the weekend. In the latter case, there may be a six- to ten-hour session each of the two days.

A number of resource persons may be invited to attend, and participants may occasionally meet in workshops to discuss what they have heard. A report for those interested (volunteers, co-ordinators, professionals) may emerge from the discussions.

The fee for participating in these courses is usually \$10 to \$30.

#### 4.1.2 Special training courses

The colleges offer fewer special training courses. It should, however, be pointed out that there is less demand for them from volunteers. According to the information we have obtained, the various voluntary organizations seem to want to train volunteers for a specific task themselves.

Some colleges do, however, offer special training courses especially with regard to working with senior citizens, the mentally retarded and the physically handicapped.

The Ontario College of Art introduced a project two years ago whereby students who so wish may work with the mentally retarded at the Lincoln Developmental Day Centre for the Mentally Retarded in Beamsville, Ontario. Participants are encouraged to show initiative and suggest new projects. Work at the centre is combined with classes in theory at the college's main campus in Toronto.

Courses can be set up in a variety of ways. In conducting our research we found that most of the special training courses were created in conjunction with one or two interested organizations. Courses may be given during the day, afternoon or evening. Some are free, but others may cost as much as \$42 per person.

#### 4.1.3 General courses

The variety of subjects treated in general courses indicates just how important voluntary action is today. These courses include such subjects as the role of women in society, ethnic cultures in Canada, systems of government, how an organization operates, constructive protest and many, many more.

Most of the colleges that offer courses to volunteers also offer these courses. They are important in so far as they provide the volunteer with information related to the work he is performing and may motivate persons who would otherwise never have considered becoming involved in voluntary action.

Student-volunteers often have the opportunity to express their opinions in these courses and engage in discussions with other participants. This seems, however, to be a common feature of all college courses for volunteers. Training courses may thus become a very important forum of discussion for volunteers.

General courses are usually offered in the evening in the form of one- to three-hour sessions over a period of four to twenty weeks and at a cost of \$5 to \$40 per person.

## 4.2 Programs

Attempts by community colleges to help develop and present programs leading toward a certificate of studies in voluntary action are rather infrequent.

We have found in all of Canada only four colleges that offer such programs. They are Seneca College in Willowdale, Ontario; Mohawk College in Hamilton, Ontario; Grant MacEwen Community College in Edmonton, Alberta; and the Prince Edward Island Leadership Institute in Charlottetown, Prince Edward Island. Vancouver Community College is also studying the possibility of establishing such a program in the near future. We are certain other programs exist elsewhere but we will confine ourselves to these four as these are the only ones for which we have any information.

We will describe the programs offered by Seneca, Mohawk and Grant MacEwen colleges in detail and examine the PEI Leadership Institute - a truly unique experiment - at greater length.

### 4.2.1 Prince Edward Island Leadership Institute, Charlottetown, PEI

The purpose of the Prince Edward Island Leadership Institute, an affiliate of Holland College, is to develop leadership at all levels of society in Prince Edward Island and the other Maritime provinces. Therefore, its role is not limited to voluntary action.

The institute was created in 1969 and when it opened it had only one instructor on staff.

Last year, more than 4,000 persons enrolled in courses offered by the Institute. The 170 programs developed in conjunction with more than 90 organizations have provided training to volunteers in nearly all areas connected with voluntary action, leadership and citizens' involvement at all levels of society.

Institute staff say they are convinced that there is a constant and growing demand for the kind of programs the Institute offers.

The types of people who may profit from the Institute's services are officers and members of voluntary organizations; owners, managers and employees of all types of businesses; government employees and all levels of elected officials; persons involved in municipal politics; teachers in the province; hospital employees; young people's groups; co-operatives, credit unions and citizens' groups; and professionals working in voluntary organizations. By opening its doors to so many people, the Institute claims to have established a link between voluntary action, the business world and government, for there is nothing to prevent a program from being simultaneously established for a group of government workers, a few volunteers and the employees of a business.

Also unique are the ways in which the various programs are created. Any organization that wishes to establish a program contacts the Institute and expresses its needs. Future program participants and their instructor then meet. Views are heard all round and the specific content of the program is determined on the basis of the opinions expressed.

The program's content is always subject to review. The students and the instructor may decide to give more time to one area than to another.

Periodic tests are given to evaluate the student; they enable him to ascertain his own progress by asking very revealing questions. At the end of the program, students make a group evaluation. No grades are given.

The Institute has now extended its activities to all the Maritime provinces; any organization in these four provinces may avail itself of the Institute's services.

Whether the courses will be given during the day, in the evening or on the weekend is determined by the specific needs of the organizations and the availability of instructors.

Costs are assumed by the Institute, the organization that requested the program and program participants.

#### 4.2.2 Seneca College, Willowdale, Ontario: Community Studies for Volunteers program

This program has been operating at Seneca College for a year.

Its purpose is to provide future and present volunteers with the opportunity to acquire knowledge and develop a number of techniques that will increase their effectiveness and earn them community recognition.

To obtain a certificate, a volunteer must successfully complete six courses and have contributed the same number of hours of practical work.

The courses offered in the program are divided into two categories.

The first category, "Community Studies", includes the following courses: the city and how it works (eg, the mechanics of municipal government, town planning, urban problems), citizens' involvement in the community and how to direct a voluntary organization.

The second category, "Interpersonal Techniques", includes courses in human relations, effective communication and group dynamics.

There are two courses that involve both categories. Understanding Human Growth and Behaviour and Credit for Exceptional Community Work.

To obtain a certificate, the student must have completed at least three courses in each category.

#### Credit for Exceptional Community Work

This title designates the practical side of the program. In addition to taking six courses, the student must perform a minimum of 210 hours of practical work requiring him to demonstrate a high degree of responsibility and initiative. The student must also be ready to devote a great deal of his own time to making the project a success; he must show imagination and have ability to innovate. The length of the project must not exceed two years and the student must participate on a regular and continuous basis.

Community Studies for Volunteers is a program offered by Seneca College's Continuing Education Department.

All courses in the program are given in the evening. The program may be completed in one year (two academic semesters) if the student takes three courses per semester.

At \$42 per course, fees are somewhat high. A volunteer who enrolls in the program would have to pay nearly \$150 per semester, not including what he spends on the community work project.

#### 4.2.3 Grant MacEwan Community College, Edmonton, Alberta: Volunteer Co-ordinators program

This program is offered to persons co-ordinating programs and activities in which volunteers participate and to persons wishing to co-ordinate such programs and activities.

The purpose of the program is to increase the co-ordinators' knowledge and skills in the main areas of their work.

The subjects treated are: the relationship between the volunteer and the volunteer co-ordinator, communication techniques, community development, the climate of organization (eg, how to be flexible, how to establish essential and inviolable rules), planning a volunteer program, recruiting and training volunteers, appraisal systems and methods, financing structures, written communication techniques and growth as a volunteer.

The length of the program, which is much less intensive than the others, is ten weeks, with instruction given one afternoon and one evening per week.

Enrolment in the program is free of charge, but the college administration asks for a formal commitment from the student that he will complete the program.

#### 4.2.4 Mohawk College, Hamilton, Ontario: Volunteer Service Certificate program

Of all the voluntary action programs offered in Canada, this program is undoubtedly the most intensive and complete.

Anyone wishing to enrol in the program must first meet with a counsellor of the Continuing Education Department in order to plan a program of studies that corresponds with the student's own needs.

The student can choose from among 62 courses in the following five groups:

1. Self-development: courses in this group include sociology, psychology, philosophy, the history of mankind and so on;
2. Community studies: examples of courses in this group are political science, urban economy and the rights and obligations of citizens;
3. Group communication: courses deal with such subjects as interpersonal communication techniques, interviewing, and analysing factors in group communication;
4. Specialized study: these courses examine very specific sectors of voluntary action such as leadership, work with children, family services, senior citizens, minority groups and the handicapped, recreology and citizens' action;
5. Specialized study (practical): this group of courses deals with the same subjects as the preceding but involves practical field work.

Study of a specialized sector enables the volunteer to acquire techniques that will specifically aid him in the field he wishes to enter.

The program is divided into two levels: general and specialized. To obtain his certificate, the student at the general level, must have completed at least one course in each of the above-mentioned groups. The student at the specialized level must take, in addition, one course from the self-development, group communications and community studies groups plus a theoretical course in one of the specialized sectors mentioned above.

To obtain a certificate, the student must have satisfied the requirements of both levels.

During the program, the student must work with an organization that is active in the sector he wishes to specialize in.

Some parts of the program are offered in conjunction with the volunteer bureau in Hamilton, one of whose tasks is to find organizations that will give students an opportunity to acquire practical experience.

Contents of the program are subject to annual review. Mohawk College expects to expand the program as the specific needs of the community

are made known through consultations with the volunteer bureau and the various organizations.

Introductory lectures are given from time to time to explain the objectives of the program to future students.

Courses in the program are offered either during the day or in the evening. When planning their schedules, students must remember that not all courses are offered every semester.

Tuition fees at Mohawk College, as at Seneca College, are \$42 per course.

There is no time limit as such during which the program must be completed. The student is free to complete it at his own pace according to the amount of time he has available, his financial resources and courses offered in a particular semester.

## 5. Conclusions and recommendations

Although the community colleges appear to be fairly active in offering training courses in voluntary action, we would like to list some of the areas they fail to cover.

No training is offered to professionals who must work with volunteers. There are several courses for both volunteers and co-ordinators that the professional may attend if he wishes to learn more about the aims and role of the volunteer. However, these professionals' own programs of study devote little or no time to the voluntary sector. This is particularly true of programs such as primary education, social work, law and law enforcement and teaching the mentally retarded. We make this statement on the basis of our personal knowledge of community colleges. In our opinion, the programs mentioned should be examined with a view to making up for this lack.

There are few training courses for self-help groups and citizen action committees, possibly because these more structured groups, especially the latter, have only emerged in recent years.

Humber College in Rexdale, Ontario does, however, offer a series of courses for these groups. Among the things students learn are the procedure for petitioning the authorities, various ways of educating the public, citizens' rights, and how a tenant can stir a reluctant landlord to action.

In our view, there should be more courses for such groups because, by focussing attention on certain problems, these citizens may become one of the most important factors of social change.

We have also found that the attention most colleges pay to the voluntary sector is sporadic. Some offer only one or two workshops a year and no regular courses at all.

However, the situation is most serious in Quebec. Not one of the CEGEPs we contacted offered courses or programs for voluntary groups. This is why, when we were discussing courses and programs, we did not mention any CEGEPs. The government and the post-secondary institutions of Quebec seem completely indifferent in this regard, although voluntary aid bureaus do exist in the province and similar bureaus in other provinces have worked

closely with the colleges in establishing training courses for volunteers and volunteer co-ordinators.

Frankly, we can find no explanation for this lack, and the very short letters the CEGEPs have sent us fail to state their reasons for not offering any courses in the field of voluntary action.

The community colleges do, nonetheless, seem receptive to the idea of offering courses and programs to volunteers. For this reason we feel it is to the advantage of the voluntary organizations to set up consultative sessions with the colleges so that they can eventually broaden their involvement in the voluntary action field.

We have seen how effective the co-operation between volunteers and educators can be in the case of the Prince Edward Island Leadership Institute. In our view, there should be similar institutions in all parts of the country. The extent of voluntary action throughout the country justifies their existence.

In brief, we feel that consultation between voluntary organizations and community colleges will lead to understanding and co-operation, thereby fostering the creation of training programs for volunteers.

We are aware that this study does not explore the subject in any great depth. We do, however, feel that it does provide a somewhat general indication of the trends and activities observable in community colleges.

APPENDIX I

Copies of letters sent to community colleges and CEGEPs

Secretary of State  
990-Hunter Building  
56 O'Connor Street  
Ottawa, Ontario  
K1P 5Z6

Dear Sirs:

We are presently involved in a study of the voluntary sector in Canada and are trying to ascertain what courses are available in this subject area.

Does your college presently offer any courses related to the training of volunteers or their work in the community?

If you have any materials or course outlines on any relevant courses you offer, we would appreciate having copies of them for our documentation files.

Many thanks for your help.

Yours sincerely

Betty Weinstein  
Assistant Director

Secrétariat d'Etat  
Edifice Hunter  
56, rue O'Connor, pièce 990  
Ottawa, Ontario  
K1P 5Z6

Monsieur,

Nous sommes en train de faire enquête sur le secteur volontaire (ou bénévole) au Canada et cherchons à déterminer quels cours se donnent dans ce domaine.

Votre collègue offre-t-il des cours portant sur la formation des bénévoles ou sur leur travail dans le milieu?

Nous vous serions gré de nous faire parvenir, pour fin de documentation, tout document ou schéma de cours ayant trait à ces sujets.

Je vous remercie de votre bonne collaboration et vous prie d'accepter l'expression de mes sentiments les meilleurs.

Le Directeur adjoint

Betty Weinstein

APPENDIX II

List and addresses of responding community colleges and CEGEPs

## BRITISH COLUMBIA

1. Malaspina College  
375 Kennedy St.,  
Nanaimo, B. C.
2. Royal Roads Military College  
FMO Victoria, B.C.  
VOS IBO
3. British Columbia Institute of Technology  
3700 Willingdon Ave.,  
Burnaby, B.C.  
V5G 3H2
4. Trinity Western College  
Box 739  
Langley, B.C.
5. Vancouver Community College  
100 West, 49th St.,  
Vancouver, B.C.  
V5Y 2Z6
6. Okanagan College  
100 KLO Rd.,  
Kelowna, B.C.

## ALBERTA

1. Lethbridge Community College  
Lethbridge, Alberta  
T1K 1L6
2. Fairview College  
Box 3000  
Fairview, Alberta  
TOH 1L0
3. Canadian Union College  
College Heights, Alberta  
TOC 0Z0
4. Mount Royal College  
4225 Richard Rd. S.W.,  
Calgary, Alberta  
T3E 6K6
5. Lakeland College  
Vermilion, Alberta  
TOB 4M0

6. Southern Alberta Institute of Technology  
1301-16 Ave Northwest,  
Calgary, Alberta  
T2M 0L4

7. Grant MacEwen Community College  
Box 1796  
Edmonton, Alberta  
T5J 2P2

#### MANITOBA

1. Mennonite Brethren College of Arts  
77 Henderson Hwy.,  
Winnipeg, Manitoba  
R2L 1L1

#### ONTARIO

1. Lambton College  
P.O. Box 969  
Sarnia, Ontario  
N7T 7K4

2. Durham College  
P.O. Box 385  
Oshawa, Ontario

3. St Clair College  
2000 Talbot Rd. W.,  
Windsor, Ontario  
N9A 6S4

4. Centennial College  
651 Warden Ave.,  
Scarborough, Ontario

5. The Georgian College  
401 Duckworth St.,  
Barrie, Ontario

6. Sir Sandford Fleming College  
Peterborough, Ontario  
K9J 7B1

7. Northern College  
P.O. Box 2002  
Highway 101  
South Porcupine, Ontario  
PON 1H0

8. Centralia College of Agricultural Technology  
Huron Park, Ontario  
NOM 1Y0

9. Kemptville College  
Kemptville, Ontario  
KOG 1J0

10. Ridgetown College  
Ridgetown, Ontario  
NOP 2CC
11. The Niagara Parks Commission  
P.O. Box 150  
Niagara Falls, Ontario  
L2E 6T2
12. Niagara College  
Woodlawn Rd.,  
Welland, Ontario  
L3B 5S2
13. Confederation College  
P.O. Box 398,  
Thunder Bay, Ontario  
P7C 4W1
14. Fanshawe College  
P.O. Box 4800, Terminal C,  
London, Ontario  
N5W 5M1
15. Cambrian College  
1400 Barrydowne Rd., Station A,  
Sudbury, Ontario  
P3A 3V8
16. Sheridan College  
216 Lakeshore Rd., East,  
Oakville, Ontario  
L6J 1H8
17. Loyalist College  
P.O. Box 4200  
Belleville, Ontario  
K8N 5B9
18. Seneca College  
1750 Finch Ave., East,  
Willowdale, Ontario  
M2N 5T7
19. Humber College  
Humber College Blvd.,  
Rexdale, Ontario  
M9W 5L7
20. Algonquin College  
1385 Woodroffe Ave.,  
Ottawa, Ontario
21. Mohawk College  
135 Fennell Ave., West,  
Hamilton, Ontario  
L8N 3T2

## QUEBEC

1. Institut Margerite-Bourgeoys  
4873 Ave. Westmount,  
Montréal, Québec  
H3Y 1X9
2. Collège Ahuntsic  
9155 rue St-Hubert,  
Montréal, Québec  
H2M 1Y8
3. Dawson College  
350 Selby St.,  
Westmount, Québec  
H3Z 1W7
4. Collège de Maisonneuve  
3800 est, rue Sherbrooke,  
Montréal, Québec
5. Collège de Rimouski  
60, rue de l'Eveché Ouest,  
Rimouski, Québec  
G5L 4H6
6. CEGEP de Victoriaville  
475 est, Notre-Dame,  
C.P. 68  
Victoriaville, Québec  
G6P 6S4
7. Vanier College  
821 Ste-Croix Blvd.,  
Montréal, Québec  
H4L 3X9
8. Collège St-Jean-sur-Richelieu  
30 Boul, du Séminaire,  
C.P. 310,  
St-Jean, Québec  
J3B 5J4
9. Collège de la Gaspésie  
rue Jacques-Cartier,  
C.P. 590  
Gaspé, Québec  
GOC 1R0
0. Institut de Technologie Agricole  
Ville La Pocatière,  
Comté Kamouraska, Québec  
GOR 1Z0
1. Campus Notre-Dame-de-Foy  
5000 rue Saint-Félix,  
Cap-Rouge, Québec

12. Institut Reine-Marie  
(address not available)
13. Collège Régional Bourgchemin  
(address not available)
14. Le Petit Séminaire de Québec  
C.P. 460  
Québec, Québec  
G1R 4R7

## NOVA SCOTIA

1. Nova Scotia Land Survey Institute  
Lawrencetown,  
Anapolis County, Nova Scotia  
BOS 1M0
2. College of Cape Breton  
P.O. Box 760  
Sydney, Nova Scotia
3. Nova Scotia Agricultural College  
Truro, Nova Scotia
4. Nova Scotia Institute of Technology  
5685 Leeds St.,  
Halifax, Nova Scotia  
B3J 3C4

## PRINCE EDWARD ISLAND

1. Holland College and Prince Edward Island Leadership Institute  
Weymouth St.  
Charlottetown, P.E.I.  
C1A 4Z1

## NEWFOUNDLAND

1. College of Fisheries, Marine Engineering and Electronics  
P.O. Box 1860  
St John's, Newfoundland  
A1C 5R3



